# ::mapping pix.pngProcedures for Curriculum Mapping

Adapted From Mapping the Big Picture by Heidi Hayes Jacobs

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| **Phase 1: Collecting the Data**  Teachers use templates to gather and plan for three major elements that comprise the curriculum on the curriculum map:   * The processes and skills emphasized (Core Curriculum) * The content in terms of essential concepts and topics, or the content as examined in **Essential Questions** * The products and performances that are the assessments of learning. |
| **Phase 2: The First Read-Through**  Once the maps are completed, teacher becomes an editor for the map for the entire building.   * Each member of the writing committee should become familiar with his or her colleagues' curriculums as well as the scope of all the maps. * Teachers can add comments and begin an editing process |
| **Phase 3: Mixed Group Review Session**   * Teachers should not work with their usual instructional grade-level team, interdisciplinary team, department, or teaching partner. * Optimum size of the groups is six to eight staff members. The opportunity to share with familiar teacher teams and partners will come, but delaying that step only heightens the power of this process. * When familiar groups review the maps, they tend unconsciously or consciously to homogenize the material so that it looks uniform. The result is an inaccurate portrayal of the school year. |
| **Phase 4: Large Group Review**   * All members of the faculty attend the large group review. Before this meeting, the facilitators of each small group review session have reported on the findings of the small group sessions. * These findings are gathered in a chart encompassing all of the reporting sessions. * The leader of the large group review, whether it is the principal or a teacher leader, posts these findings, then asks the audience to comment on emerging patterns. * Both general and specific comments will arise. The key is to delay judgment again and simply compile data using each of the editing tasks that are outlined in Chapter 3. |

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| **Phase 5: Determine Those Points That Can Be Revised Immediately**   * With lists of observations in hand, the faculty starts to sift through the data and determine areas that can be handled by faculty members, teams, and administrators. * Frequently, there are glaring repetitions that can be addressed by the exchange of ideas between a few faculty members. |
| **Phase 7: The Review Cycle Continues**   * Curriculum review should be active and ongoing. *Science changes weekly. New literature emerges constantly. Technology is growing at breakneck speed*. * Curriculum mapping provides a means for ongoing, systematic, immediate, and long-range planning. |